

## **Section 1: Speech and Language Development**

This section covers the Speech and Language Development of children from birth to 60 months (when a child turns five.) It addresses the receptive (understood) and expressive (spoken) language development of the young child. It also addresses the quality of language (speech). The Language Development Standards are a companion to the Language and Literacy Standards.

There is no direct correlation with the Kindergarten Curriculum Standards.

Speech and Language Development for 0-4 months

DOMAIN	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Receptive Language	Responds to sights and sounds	Can be quieted by a familiar, friendly voice	
				Startles, cries or wakes when there is a loud sound	
				Smiles when spoken to	
				Focuses on objects and sound making toys	
				Responds to pleasant voices and noises	
				Attentive when spoken to	
				Turns towards familiar voices or sounds	
		Expressive Language	Uses sounds and body movements to communicate	Produces quiet, throaty sounds/noises	
				Makes sounds of comfort and displeasure	
				Cries from infant express different needs such as pain, distress	
				Laughs out loud	

Speech and Language Development 4-8 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Receptive Language</b>	Responds to frequently heard sounds and words	Stops playing and appears to listen to sounds and speech and may turn towards direction of sounds	
				Responds to soft levels of speech and other sounds	
				Watches a speaker's face and listens to conversation	
				Begins to turn head toward sounds that are out of sight	
				Turns and looks at items making sounds	
				Becomes excited when they hear familiar word such as "bottle"	
				Responds appropriately to tone of speakers' voice, e.g. happy when pleasant, confused when harsh	
		<b>Expressive Language</b>	Uses a variety of sounds and motions to communicate	Continues to make gurgling throaty sounds	
				Smiles a lot and vocalizes to initiate social contact	
				Coos, says a lot of "oohs", "ahs" and other vowel sounds	
				Makes fun activities with his mouth, tongue, lips and saliva (spit); may even make the raspberry sound	
				Continues to laugh out loud	
				Makes sounds that go up and down in pitch	
				Uses vocal and non-vocal communication to express interest	
				Likes to "talk" when alone	
				Engages in "conversation" with an adult; with adult and baby taking turns making sounds back and forth to each other	
				Begins to babble	

Speech and Language Development 8-12 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Receptive Language	Shows understanding of gestures and words	Turns head directly toward voices and interesting sounds (laterally)	
				Begins to understand routine words when used with an appropriate hand gesture (e.g. bye-bye or up)	
				Understands and responds to gestures, facial expressions and changes in tone of voice	
				Frowns when scolded	
				Follows one step routine direction presented with gestures ("Come to Mama, Jake" or "Clap your hands")	
				Knows their own name and responds when called	
				Temporarily stops action in response to "no" or nods head to signal "yes" and "no"	
				Understands simple phrases (e.g. no-no, bye-bye, uh-oh)	
				Will turn and find sound in any direction (localization)	

Speech and Language Development 8-12 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Expressive Language	Uses consistent sounds, verbal expressions, and gestures to communicate	"Talks to" and gestures toward people and objects	
				Vocalizes to get attention	
				Babbles extensively using vowels and consonants that are easy to produce like (m), (p) and (b) (for example mamamama, dadadadada, nahnahnahnah)	
				Imitates familiar sounds and words he hears	
				Begins to use vocal expressions to get attention or assistance rather than crying	
				Uses jargon or jabbering that has melody and inflection	
				May have several words and uses them appropriately like "mama", "dada", "peepee", "wawa", "uh-oh", "bah-bah", "bye-bye" etc	
		Speech	Develops and makes sounds with intentionality	Usually babbles extensively	
				Makes utterances that are easy to produce and uses lots of vowels	
				May say single words that are understandable like "mama"& "dada"	

Speech and Language Development 12-18 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Receptive Language</b>	Shows increased understanding of words and gestures	Understands the names of familiar objects, persons and pets	
				Demonstrates understanding of many more words than child can say	
				Identifies sounds coming from another room or outside	
				Responds to music by moving or "dancing"	
				Follows one step routine direction presented without gestures or visual cues (e.g. 'Come here", "Get the ball" or "Patty-cake")	
				Points to some body parts (eyes, nose, mouth, and ears)	
				Responds with appropriate action to familiar requests (e.g. gets a diaper in response to adult request)	
		<b>Expressive Language</b>	Uses consistent sounds, gestures, and some words to communicate	Continues to use jargon speech which is babbling that sounds like real speech with inflection and melody; ( voice goes up and down and uses facial and hand expressions for emphasis)	
				Continues to imitate simple words	
				Uses 10-12 words spontaneously	
				Points to request an object or draws attention to objects and people	
				Starting to develop a sense of "me", "my" and "mine"	

Speech and Language Development 18-24 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Receptive Language</b>	Follows simple directions and suggestions consistently	Points to several body parts (eye, nose, mouth, ear, foot, hand, belly, finger)	
				Points to familiar pictures in books and magazines when named by adult	
				Demonstrates understanding of new words quickly	
				Demonstrates understanding of two part, related directions that are daily routine, like "Pick up your toys and put them in the box."	
				Understands prepositions (on, in and under)	
		<b>Expressive Language</b>	Uses a growing vocabulary and puts several words together	Continues to use more words in vocabulary with a variety of common words, usually 20 words or more	
				Imitates animal sounds and object noises	
				Puts two words together	
				Says "no" or "no-no" in response to questions or commands	
				Learns new words quickly	
				Has a sense of "me", "mine", "I" and "you"	
		<b>Speech</b>	Language is used to communicate needs	Jabbers a lot	
				Has meaningful words that are used consistently	
				Uses more variety in the sounds that are said	

Speech and Language Development 24-30 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Receptive Language	Understands questions, simple directions, beginning concepts, and the ideas and sequence of stories	Responds to two-part related directions that are more complex (e.g. "Pick up your shoe and give it to me.")	
				Listens to simple stories and points to associated pictures	
				Understands possessive terms (my, mine, yours)	
				Understands routines	
				Begins to answer questions such as "What's this" when looking at a book	
		Expressive Language	Participates in conversation	Uses vocabulary of 50+ words; some children can reach up to 200 words	
				Asks lots of "what" and questions (e.g. "What's this -----?";)	
				Likes to sing songs	
				Knows and can say first name	
			Uses words and some conventions of speech to express thoughts and ideas	Puts together two or more words to make simple sentences	
				May use pronouns incorrectly	
				Demonstrates through actions the understanding of action words like running, hitting, jumping, climbing	
				Begins to use social conventions such as "please" and "thank you"	
				50% of what the child is saying is understood by unfamiliar listeners; familiar listeners understand more	



Speech and Language Development 30-36 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Receptive Language</b>	Understands questions, some abstract concepts, and simple directions	Knows and answers "who" and "what" questions	
				Recognizes objects and pictures by use (e.g. show me what you sit on)	
				Easily follows simple conversation	
				Understands basic concepts and contrasts (e.g. big/little, up/down, yes/no, come/go, run/stop)	
				Understands night and day and has a simple understanding of time concept	
				Understands color and can recognize primary colors (red, yellow, blue)	
				Begins to demonstrate a sense of humor and is responsive to silly situations (e.g. teacher attempts to put shoes and socks on hands rather than feet)	
				Holds up two or three (if have turned three) fingers when asked how old they are	
		<b>Expressive Language</b>	Participates in conversations	Knows and can say first and last name	
				Likes to recite nursery rhymes or books with rhyming patterns	
				Asks "who", "why" and "where" questions and continues to ask "what" questions	
				Names body parts	
				Consistently uses 2-3 word sentences	

Speech and Language Development 30-36 months

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Expressive Language</b>	Uses some conventions of speech when expressing thoughts, ideas, and commenting on observations	Uses appropriate simple adjectives in sentences (big, little, soft, hard, colors) e.g. "I'm a big boy."	
				Uses simple adverbs in sentences (very, slow, fast) e.g. "That car goes very fast."	
				Uses prepositions (on, in, under)	
				Uses some plurals (car and cars) appropriately	
				Starts to use some verb markers (run and running, jump and jumping)	
				Uses the words "I" and "me" appropriately	
				Talks in complete sentences of 3-5 words. Can use compound sentences	
		<b>Speech</b>	Speech is understood by most familiar adults	Uses all the vowels in our language	
				Uses most of the consonants in our language	
				Majority (about 75%) of speech is understandable; family may understand child better than a stranger	
				May have a "normal non-fluent" period where sounds, words or phrases are repeated; not to be confused with stuttering.	
				May have some difficulty saying certain sounds that are more complicated to produce such as (s), (z), (sh), (ch), (r), (er), (l) (th)	

Speech and Language Development 3 year olds (36-48 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Receptive Language	Listens with understanding and interest to conversations, directions, music and a variety of reading materials.	Responds correctly to questions about their name, sex and age	
				Understands size comparatives	
				Understands relationships expressed by "if", "then" or "because" sentences	
				Understands "let's pretend" and make-believe	
				Listens attentively and shows understanding of story plot by responding to questions	
			Demonstrates understanding of conversations through their actions and responses to directions and questions.	Anticipates correct response to statements made regarding familiar routines (goes and gets coat when told it's time to go outside, finds their blanket and mat when told it's nap time)	
				Knows where they live	
				Understands colors and can identify basic colors when asked (red, yellow, blue, green, orange, purple and others)	
				Understands responses to "hi" and "how are you?" and answers appropriately	
				Carries out a three-part related direction (three-levels would be "Please, can you get the can of dog food out of the refrigerator and feed the puppy")	

Speech and Language Development 3 year olds (36-48 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Expressive Language</b>	Uses language for a variety of purposes	Tells familiar stories	
				Likes to develop make up stories; likes silly words and stories	
				Knows and tells names and sex of family members	
				Engages in imaginary talk; plays both roles	
				Asks many questions; wants to know how answers fit into their thoughts and understanding	
				Has lots of imagination in their verbal expressions	
				Tells the sequence of a story with appropriate pictures	
			Participates in conversations	Likes to talk about things that have happened and will happen	
				Continues to ask questions to keep conversation going	
				Participates in meaningful two-way conversation with another person	
				Continues to ask many "who", "what", "why" and "where" questions	

Speech and Language Development 3 year olds (36-48 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Expressive language	Uses conventions of speech while expressing ideas	May combine sentences in conversation	
				Expresses feelings both physical and emotional	
				Uses plurals	
				Uses more plural words but may over-generalize (foots for feet)	
				Adds "ed" to verbs	
				Uses contractions regularly	
				Uses new vocabulary and grammatical construction in language	
				Talks in complete complex sentences 4-8 words in length	
		Speech	Speech is clear enough to be understood by most people	Uses some slang words and common colloquial expressions like "Mama <u>carried</u> grandma to the doctor."	
				Produces most of the consonants sounds of our language correctly	
				Still may have some difficulty saying certain sounds that are hard to produce, with (r), (er) and (l) being most frequent	
				Says multi-syllable words easily (balloon, dinosaur, umbrella)	

Speech and Language Development 4 year olds (48-60 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Receptive Language</b>	Listens with understanding and interest to conversations, directions, music and a variety of reading material.	Understands "today"	
				Knows the names and sex of family members	
				Understands the concept of siblings by naming brothers and sisters	
				Knows concept of age (e.g. big brother/ oldest brother; baby sister/littlest sister)	
				Understands the meaning of more prepositions (e.g. beneath, between, below	
				Understands "yesterday" and tomorrow"	
				Defines objects by their use	
				Understands same and different	
				Carries out a four order related directions (four level would be "Time to go to bed, you need to take a bath, brush your teeth, put on your clean pajamas and find your favorite book for me to read to you.")	
				Able to follow several unrelated directions in proper order such as "Turn off the television, pick up the toys in your bedroom then come to the table for lunch."	
				Understands simple, then more complex sequence of events	
				Understands concept of more/less, full/empty which lays foundation for math concepts	

Speech and Language Development 4 year olds (48-60 months)

Domain	Area of Learning	Component	Learning Expectations (examples)	Performance Indicators (examples) By the end of age span	Correlations
LANGUAGE DEVELOPMENT	Communication	Expressive Language	Uses language for a variety of purposes	Likes telling and retelling stories, poems and songs	
				Tells the sequence of a story without pictures	
				Talks about something that is not in front of him ("Last night, we went to the movies".)	
				Expresses his feelings, fears, ideas, wishes and dreams easily	
				Says full name and full address; knows more about where the child lives (state, country)	
			Uses conventions of speech while expressing ideas	Uses past, present and future verb tense	
				Understands "yesterday", "today" and "tomorrow"	
				May use slang e.g. ("Give me five", "Cool!")	
				Generally uses sentences with correct grammar	
				Pronounces new words easily	
				Has expanding vocabulary, remembering a child knows more words than he says	
				Understands and uses colloquial expressions in daily conversation (e.g. bag/sack-- "I have a <u>bag</u> of popcorn." or "I have a <u>sack</u> of candy;" take/carry-- " Momma <u>took</u> Grandma to the doctor," or "Momma <u>carried</u> Grandma to the doctor;" pick-up children/hook-up--"Momma's going to pick up the children from school today." or "Momma's going to run the hook-up today.")	
				Talks in more complete and more complex sentences; sentences are related to each other and fit together in thought	

Speech and Language Development 4 year olds (48-60 months)

<b>DOMAIN</b>	<b>Area of Learning</b>	<b>Component</b>	<b>Learning Expectations (examples)</b>	<b>Performance Indicators (examples) By the end of age span</b>	<b>Correlations</b>
<b>LANGUAGE DEVELOPMENT</b>	<b>Communication</b>	<b>Expressive Language</b>	Participates in conversations	Takes turns in conversation and interrupts less frequently	
				Engages in "give and take" conversations with friends on topics of interest	
		<b>Speech</b>	Speaks clearly enough to be understood	Generally produces all sounds of language accurately and is easily understood by others	
				Learns to say new words easily even those with 4 or 5 syllables (e.g. hippopotamus, television, rhinoceros)	
				Uses a dialect that matches peers and adults in family, neighborhood and part of country in which they reside	
				Uses dialect that patterns the rhythm, pitches, stress and intonation of geographic area and cultural background.	